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ABSTRACT

This document presents the program and proceedings of a national forum on new students with disabilities and includes abstracts of presentations by 22 institutions as well as specific conference information. The following institutions are represented: (1) Algonquin College (Ontario, Canada), (2) Austin Peay State University (Tennessee), (3) Capilano College (British Columbia), (4) Davis & Elkins College (West Virginia), (5) Florida A&M University, (6) Georgia Southern University, (7) Hudson County Community College (New Jersey), (8) Johnson & Wales University (Rhode Island), (9) Landmark College (Vermont), (10) Marygrove College (Michigan), (11) Mercer University (Georgia), (12) Northwest Missouri State University, (13) Ocean City High School (New Jersey), (14) Ohio State University, (15) Palm Beach Community College (Florida), (16) Susquehanna University (Pennsylvania), (17) University of Georgia, (18) University of Hartford (Connecticut), (19) University of Minnesota, (20) University of South Carolina, (21) Washington University (Missouri), and (22) Wayne State University (Michigan). The abstracts deal with characteristics of college students with disabilities and services designed to meet their needs. (DB)

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The Freshman Year Experience®

National Forum on New Students with Disabilities

Program & Proceedings

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Adam's Mark Hotel
Columbia, South Carolina
February 18, 1994

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The Freshman Year Experience®

National Forum on New Students with Disabilities

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Welcome to the National Forum on New Students with Disabilities sponsored by the University of South Carolina. The day has been planned to be educational, informational and enjoyable. If the conference staff can be of any assistance, please don't hesitate to contact us.

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Schedule Overview

Friday February 18

7:30 a.m. - 9:00 a.m.	Forum Registration - *Atrium*
9:00 a.m. - 10:30 a.m.	General Session - *Palmetto I&II*
10:45a.m. - 11:45a.m.	Concurrent Session I
11:45 a.m.- 12:45p.m.	Lunch - *Atrium*
12:45 p.m.- 1:45 p.m.	Concurrent Session II
2:00 p.m. - 3:00p.m.	Concurrent Session III
3:15 p.m. - 4:15 p.m.	Concurrent Session IV
4:30 p.m. - 5:30 p.m.	Town Meeting - *Palmetto I&II*

Special Sessions of Interest at Annual Conference

Session 31 Sunday, Feb. 20 2:00 p.m. - 3:00 p.m.

Three Perspectives on the Freshman Year Experience Course: the Dean, the Coordinator, the Faculty Member

Fred Janzow, John Hinni and Jean Benton

Session 68 Monday, Feb. 21 8:30 a.m. - 9:30 a.m.

The Freshman Year of Studies at the University of Notre Dame

Louise Litzinger

Session 112 Tuesday, Feb. 22 8:30 a.m. - 10:00 a.m.

Freshman Connections: Making Connections with New Students, Faculty and Student Affairs Staff

Susan Kirby, Michael Dunn, David Hill, Warren Self, Stephen Lerch, Nancy Taylor and Mary Ferrarri

Format for Forum Presentations

All forum sessions will be held at the Adam's Mark Hotel. At the back of this program, there is a floor plan of the hotel to assist in locating the appropriate meeting rooms.

Message Board

There will be a Message Board near the FYE registration table. Please check the board periodically for important general or personal messages.

No-Smoking Policy

The conference organizers request a careful observance of the no-smoking policy in the meeting rooms and dining areas. We enforce this rule due to the growing concern about health risks associated with passive exposure to cigarette smoke.

Parking

Complimentary parking is available to hotel guests and forum attendees in the city-owned garage adjacent to the Adam's Mark Hotel (enter on Hampton Street). Validation passes for parking in the garage are available from the FYE conference registration desk.

7:30 a.m. - 9:00 a.m.
Registration
Atrium

9:00 a.m. - 10:30 a.m.
General Session
Palmetto I&II
Presiding:
Mary Stuart Hunter
University of South Carolina

Welcoming Remarks
William H. Jones
Monterey Peninsula College

Keynote Address
Thomas G. West
Author of "In the Mind's Eye"

"Disabled New Students: Special Talents in a Not-so-New Population"

Session I 10:45 a.m. - 11:45 a.m.

D1

The Learning Disabled College Student: Focus on Advising

Grand Palm C

Margaret N. Turner
Director, Learning Disabilities Special Services, Davis & Elkins College

As a result of federal laws and the increased numbers of Learning Disabled students seeking post secondary education, institutions of higher education are faced with the need to provide these students with an effective, efficient and well-planned program. This presentation will discuss the advising method used to ensure an appropriate education for the Learning Disabled college student.

D2

Charting New Territory: Collaboration of a State University and a State Funded Special Education Technology Center

Grand Palm B

Robbie Ludy
Assistant Professor of Special Education, Northwest Missouri State University
Merv Blunt
Special Education Technology Specialist, Northwest Missouri State University

To serve new students with special needs, institutions of higher learning must look outside their own boundaries for insight and guidance. A variety of resources can be utilized to meet the diverse needs such students bring to the learning environment. This session will spotlight the successful collaboration of a state university and a state funded technology center and will provide information on how to locate and utilize similar resources within their own state.

D3

Planning for Success . . . Opening the Doors for Students with Hidden Disabilities

Grand Palm A

Barbara Blacklock
Assistant Director, University of Minnesota

Students with hidden disabilities are the fastest growing group of students with disabilities beginning college. Hidden disabilities are physical and mental impairments that are not readily apparent to others. They include, learning disabilities, psychiatric disabilities, brain injuries, diabetes, epilepsy, and other chronic health conditions. Students with hidden disabilities face unique barriers in their transition to post-secondary training. This workshop will focus on these issues and offer specific suggestions for ensuring that students with hidden disabilities become aware of their rights and obtain reasonable accommodations.

Session I 10:45 a.m. - 11:45 a.m.

D4

A Safety Net for Success

Grand Palm D

Jolene Bordewick
Department Chair, Capilano College
Jeri Krogseth
Advisor, Capilano College

Students with disabilities are at a high risk of failure in their first year at a post-secondary institution. Capilano College in North Vancouver, in collaboration with two local school districts, has begun a "safety net" planning process to support students with disabilities as they strive to succeed in a college environment. This presentation will focus on a discussion and evolution of a secondary-post-secondary transitional alignment. Included in the presentation will be examples of IEPs and other high school reporting methods currently in use, adaptations suggested for college personnel use, a useful resource list, timelines and procedures, methods and materials developed for this first year transitional program.

D5

The Freshmen with Learning Disabilities: Perspectives of a Student and a Professional

Palmetto I

Rosemary F. Jackson
Associate Director, Learning Disabled Center, University of Georgia
Christopher Lee
Marketing Director, Anchor Management, Inc

The presenterswill discuss the problems typically encountered by new students with learning disabilities at a large university from two perspectives; that of the professional who is assigned to assist the student and that of the student himself. Dr. Jackson and Mr. Lee, authors of *Faking It: A Look Into the Mind of a Creative Learner*, will describe their experience working together when Chris was a freshman at the University of Georgia.

D6

A Transitional Model for Personal Empowerment of Learning Disabled Young Adults

Palmetto II

Nancy Purcell
Learning Disability Specialist on Child Study Team, Ocean City High School

This workshop will concentrate on the development of an Individual Transition Plan (ITP) for a learning disabled young adult. Designed to identify the LD student's strengths and weaknesses so as to enable him/ her to be successful upon entrance into society after graduation from high school.

Session I 10:45 a.m. - 11:45 a.m.

7

Compliance AND THE LAW

Jessamine

Rosvelt Martain, Jr.
Director, University of South Carolina

This program will provide service providers with specific information on the Americans with Disabilities Act (ADA) and with special provisions of Section 504. An outline of relevant provisions will be examined and clarified. In today's economic climate, service providers will have a greater understanding of how to implement mandated programs, services, and delivery systems with limited funding and still maintain minimum compliance. This program will enable service providers the opportunity to share specific examples about their programs and concerns and to ask specific questions on Section 504 and the ADA.

11:45 a.m. - 12:45 p.m.
Lunch
Atrium
ticket required

Session II 12:45 p.m. - 1:45 p.m.

D8

Special Services for Special Students

Grand Palm C

Angela Renaud
Dean, Student Success, Johnson and Wales University

This presentation will highlight academic support services, personal/ professional development programs and career preparation offered to Johnson and Wales students with documented special needs. Information will be provided to describe the integrated delivery model used by professionals in counseling, learning disabilities and developmental education who work as a team to assess levels of academic functioning, emotional adjustment and independent living skills necessary for college success. Appropriate interventions and accommodations for various disabilities will be described and demonstrated.

D9

Accessibility, Attitude and Accommodation: Keys to a Successful College Career

Grand Palm B

Vicki McBurney
Director, Centre for Students with Disabilities, Algonquin College
Catherine O'Rourke
Coordinator, Student Office for Alternative Resources, Loyalist College

The principle "equal treatment" does not necessarily mean "identical treatment" will be illuminated through discussion of three elements that are necessary for a successful college career: Accessibility, Attitude and Accommodation.

D10

Pre-Orientation Program for Special Needs Freshmen

Grand Palm A

Michael Hite
Counselor, Mercer University

The pre orientation program for special needs freshmen was designed and implemented through the student support services department. Students eligible for the 1 credit, 10 day pre -school experience had to meet one of the following criteria: learning disabled, physically impaired, income eligible or first generation. The program engaged 50 students in their first college experience which was to equip them with the necessary skills to succeed academically, emotionally, and socially. The results were outstanding.

Session II 12:45 p.m. - 1:45 p.m.

The Handicapper in Higher Education: Accessing the Campus Community

Grand Palm D

Margaret Chmielewski
Supervisor/ Community Counselor, Wayne State University

The freshman experience for a student with a disability is unique. This discussion session will provide techniques for accommodating the student. It will be a humorous approach to a very serious and timely issue led by a former "freshman with a disability".

Facilitating Schedule Balance for Students with Disabilities: Matching Student Needs and Course Requirements

Jessamine

Tanya Kunze
Learning Disabilities Specialist, Ohio State University

The first step in the success of students with disabilities is the creation of a balanced schedule, but often students with disabilities and their advisors are not aware of potential imbalances inherent in the combination of course and disability. This session will outline areas of potential schedule/ disability conflicts and will address scheduling strategies for avoiding such conflicts. The session will aid participants in advising students and will provide information which can be shared with participants' advising staff.

Session III 2:00 p.m. - 3:00 p.m.

Not Like Other Kids

Grand Palm C

Regina Blok
Disabled Student Counselor, Georgia Southern University
Sue Williams
Assistant to the Vice President for Academic Affairs, Georgia Southern University

In 1989, 10 students at Georgia Southern registered with Disabled Student Services. This year, 240 will do so. This program will show how GSU anticipated the implementation of ADA and will include discussion and recommendations for provision of services for disabled students between campus departments, forms and computer programs for the DSS officer; faculty inservice; and adaptive equipment purchase. Resource packets will contain forms used at GSU, networking information, and faculty training guide.

Learning Development and Evaluation Center

Grand Palm B

Sharon M. Wooten
Director, Florida A&M University
William Hudson
Instructional Specialist, Florida A&M University

This session will present the use of a student contract for support services and how this contract has proven to be a successful mechanism in assisting first time in college students with a learning disability to adjust and survive. This presentation will discuss in detail the student contract and outline development, negotiations, final approval by parties concerned and implementation.

Session III 2:00 p.m. - 3:00 p.m.

D15

Facilitating Adaptation to College and the Development of Self -Advocacy in Students with Learning Disabilities

Grand Palm A

Diane Michalik-Bonner
Associate Dean, Director of Counseling, Susquehanna University

The discrepancy between the high school and college approach to accommodating students with learning disabilities establishes an additional transitional hurdle with which students with disabilities must struggle during their freshman year. This paper presents a multifaceted method by which students at a small, private university are aided in making the transition from high school to college and are encouraged to develop self-advocacy skills. Each component of the method is described and the manner in which students are encouraged to become self-advocated via the various components is emphasized.

D16

Non-Traditional Students Can Master Course Content and Functional Literacy at the Same Time

Grand Palm D

JoAnn Sainz
Director of Staff Development, Hudson County Community College

A current model for accelerating the process of developing a systematic word decoding skill while building an extensive vocabulary which enables students to read and write at appropriate levels to successfully complete a college program for entrance into the workforce. This program enables non-traditional students to develop English reading and writing skills at appropriate levels in a comparatively short period of time while mastering course content.

D17

Best Practices: Reasonable Instructional/ Assessment Accommodations for College Students with Learning Differences or Disabilities

Palmetto I

Blanche Glimps
Associate Professor, Marygrove College

The focus of this session will be to assist higher education faculty members in 1) understanding the academic strengths and weaknesses of college students with learning differences and disabilities; and 2) how this information can be applied when determining reasonable instructional and / or assessment accommodations.

Session IV 3:15 p.m. - 4:15 p.m.

D18

Building Self-Advocacy and Mentor Relationships Among Students with Learning Disabilities: A Learning Strategies Course

Grand Palm C

Debra Swoboda
Coordinator of Disabled Student Services, Washington University

In response to the problems and demands that students with learning disabilities bring to the freshman year experience, the Office of Disabled Student Services at Washington University developed a non-credit, five-week learning strategies course for this population. The goals, topics and teaching methods of this course are presented. Pre- and post-test results indicate that students experience positive transformations in the ways they see themselves and the college environment, and these outcomes also are described. Based on these results, the presenter recommends learning strategies courses for developing self -advocacy and mentor relationships among new students with learning disabilities.

D19

An Integrated Approach to Providing Services for Students with Learning Differences

Grand Palm B

Katherine Houghton
Dean of Students, Landmark College

This presentation will explain and discuss a team approach and an intervention model which may be utilized when working with students with dyslexia/SLD (specific learning disabilities). The approach and model is designed to challenge, support and assist students to achieve academic and personal goals.

D20

Student Advocacy: A Team Approach

Grand Palm A

Venita Outzs-Simpson
Associate Professor, Freshman Transition/ Developmental Studies, Austin Peay State University

Administrative directives can alter instructional accommodations for students with disabilities; however, tapping the resources within this student population can prove to be a more constructive approach. The presentation's focus is the development and implementation of a student-led team which provides workshops for faculty and administrators on instructional accommodations.

Session IV 3:15 p.m. - 4:15 p.m.

Students with Hidden Handicaps: Challenges and Solutions

Grand Palm D

Dorothy D. Miles
Director, Learning Plus, University of Hartford

Students with learning disabilities and other hidden handicaps are arriving on college campuses in record numbers. The freshman advisor plays a crucial role in identifying and understanding the needs of these students. Making reasonable accommodations is not only legally mandated but ethically imperative. Programming is critical to the success and retention of these students. Enlisting faculty support can ensure that students receive the services they require. Issues of identification, programming and legality will be discussed.

Adaptive Testing: A Collaborative Model for Assuring Academic Integrity and Attaining Academic Adjustments

Palmetto I

Joanna Steffes
Disabilities Learning Specialist, Palm Beach Community College-Eissey Campus

Providing alternate methods for evaluating the achievement of students with learning disabilities is a challenge that must be met by service providers. Academic freedom and integrity must be balanced with student rights and accommodations. This presentation will focus on the design, development and implementation of an effective delivery model that achieves this balance between the needs of the student and the standards of the institution. Discussion will provide examples of how to set up a test facility, determine eligibility, develop procedural guidelines, secure test material and create a positive atmosphere. Techniques for adapting tests to specific deficits will be demonstrated. Also, successes, pitfalls and practical ideas will be shared.

4:30 p.m. - 5:30 p.m.
Town Meeting
Palmetto I&II

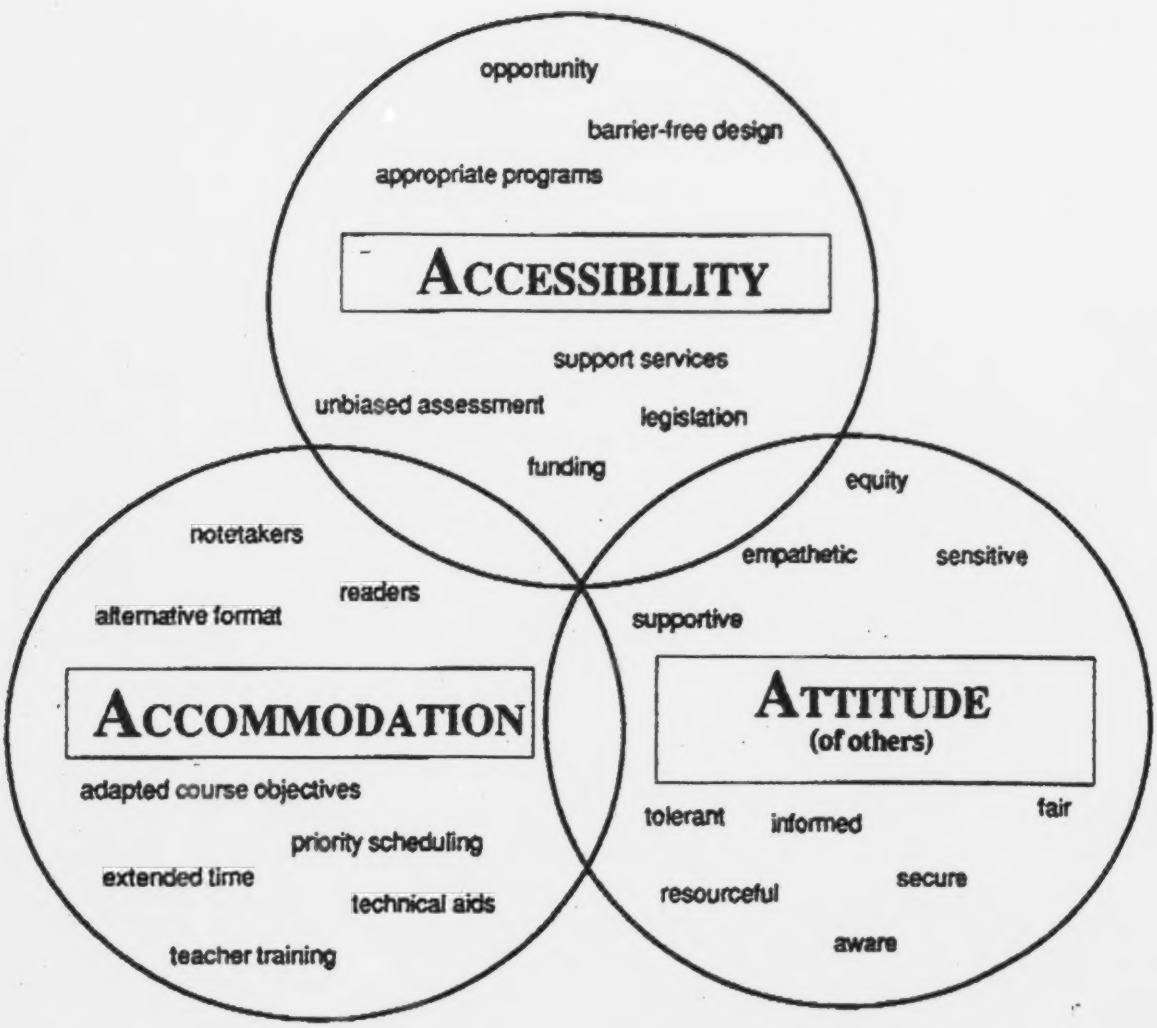
facilitated by
William H. Jones
Monterey Peninsula College
and
M. Stuart Hunter
University of South Carolina

This concluding session is designed as an open discussion on ideas and information presented during the Forum sessions and current issues in supporting new students with disabilities. Active participation by all participants is encouraged. We are especially interested in what people have learned and where we need to go from here.

Presentation Abstracts

The following abstracts of concurrent sessions provide additional information on presentations scheduled throughout the day. They can be found in alphabetical order by institution.

Key Elements for a Successful College Career



Presenter:
Vicki McBurney
Centre for Students with disAbilities
Algonquin College

Co-presenter:
Catherine O'Rourke, Coordinator
Student Office For Alternative Resources
Loyalist College

AUSTIN PEAY
STATE UNIVERSITY
Clarksville, Tennessee 37044

Student Advocacy: A Team Approach

Beulah C. Oldham
Venita K. Ouzts-Simpson

In an effort to better meet the needs of students with disabilities, programmatic thrusts must regularly be reevaluated. A major issue of concern for students with disabilities is instructional accommodations. Faculty development and awareness of instructional accommodations is an ongoing area of programmatic importance to any office of disability issues. Administrative mandates and directives can alter the modes of instruction, but increasing the interaction between the students and faculty may prove to be a more positive and effective approach to bring about change or, at least, improve accommodations in the classroom.

This realization led to the development of the student-led training team. The team's mission is to train, disseminate information and sensitize the faculty and administration to the needs of students with disabilities. This approach distinguishes the student as the advocate of his or her own destiny. The laws, courts and universities generally determine what is appropriate and timely for the student. It seems more appropriate to allow students who have a clear understanding of the uniqueness of

their situations to convey their needs to those who assist them.

This training team consists of five (5) students with disabilities, who are upperclassmen and members of the students with disabilities support group. The training team has developed the objectives, framework and format of the workshops. The workshops have been presented to new faculty during orientation and to selected college/academic departments of the university. The format of the workshop is a roundtable discussion with predetermined topics for discussion. Students and faculty have been able to discuss issues openly and to create solutions together in an atmosphere of cooperation and tolerance.

Program Chair:

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A SAFETY NET FOR SUCCESS

TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES

A FIRST YEAR FOCUS

PRESENTERS' NAMES: JOLENE BORDEWICK
JERI KROGSETH

For students with disabilities, the risk of first year college failure is high. Students with disabilities exit high schools having had technical supports, teaching aides, on-site caregivers and school based teams who "case manage" their Individual Education Plans (IEPs). Students with disabilities are carefully monitored throughout their elementary and secondary school years. This is not true in post-secondary environments. Students with disabilities are often left to cope on their own with new environments, new sets of rules and regulations, without adequate support services and without a safety net. They may flounder until first term exams are completed and then fail, dramatically.

For students with disabilities who are adjusting to new support systems, new attendants, new technology, new instructors, new classrooms, new schedules and combined financial, transportation and housing difficulties, the presence of "a case management team" of individuals who support them to resolve both personal and college problems during their freshman year, may offer the essential link to a successful post-secondary future.

Capilano College in North Vancouver, in collaboration with two local school districts, has begun a "safety net" planning process to support students with disabilities as they strive to succeed in a college environment. The liaison, beginning Fall, 1993, will consist of a transitional "case management" team linking high school IEP information, resources and technology with the college. A team planning process will offer to students a group of professionals who regularly confer both with them and among themselves to assist in program planning, goal setting, problem solving and course accommodation strategies based on individual student need.

Students selected for inclusion in this transitional planning program are those self-identified individuals willing to meet with a team, or those referred by high school counsellors who agree to shared monitoring for success. Newly enrolled students with disabilities will be approached individually and assigned specific college contacts (advisor, counsellor, or Disability Support Services personnel) with whom they can meet and discuss concerns informally. The identified college contact will then meet with the student and the "case-management team" on a regular basis to ensure that the student is "on-track". Where program accommodations or technical supports require follow up or advocacy, the student in collaboration with the named college contact, or members of the "team", will discuss needs with instructors or agency representatives.

This presentation will focus on a discussion of the process and evolution of that secondary-post-secondary transitional alignment: creating timelines, identifying appropriate adult caregivers and resources, establishing links between the two systems, developing confidentiality and information sharing techniques, determining how to involve the student, dividing responsibility, clarifying course and program goals, monitoring student progress, revisiting issues and concerns and assisting students who are striving for independence.

Included in the presentation will be examples of IEPs and other high school reporting methods currently in use, adaptations suggested for college personnel use, a useful resource list, timelines and procedures, methods and materials developed for this first year transitional program.

Proposed by:
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August, 1993

DAVIS & ELKINS COLLEGE

The Learning Disabled College Student: Focus on Advising

Margaret N. Turner, EdD
Director, Learning Disabilities Special Services

Abstract

As a result of Federal laws and the dramatic increase in the numbers of identified learning disabled (LD) students seeking post-secondary education, institutions of higher learning are faced with the responsibility to provide an appropriate education for these students. Learning Disabilities are not outgrown nor do they disappear even with effective interventions at the elementary and secondary levels (Blalock, 1987; McGuire, Norlander & Shaw, 1990). These students enter college with a need for effective efficient and well planned programs of study.

Recognizing these unique needs, the Learning Disabilities Special Services Center at Davis & Elkins College has developed an advising method which utilizes a variety of variables which are put into an Advising Chart for each student. These variables include: entrance data; orientation data concerning test strategy assessment, learning strategies assessment, and social and motivational factors; and, identified college setting demands. Discussion of these variables will follow. It should be noted that a working copy of these chart will be used during the presentation.

The goal of the LD program at Davis & Elkins College is to provide the specialized services needed for the identified LD student to succeed in the college mainstream. Students requesting LD services must submit the following before eligibility will be determined: 1) High School Transcript; 2) Results of psychological testing completed within the past three years indicating results of both ability and achievement; 3) Description of the Specific Learning Disability; 4) Personal interview; and, 5) Participation

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in the Summer Institute (recommended not required). Information from these documents is used to compete Part I of the Advising Chart and to make some preliminary determinations concerning course selections.

All incoming Freshman are required to arrive on campus prior to the beginning of the Fall Semester. During this time a variety of orientation activities take place. All Freshman are given three in-house placement tests to determine math and English placement. The results of these tests are included in Part II of the LD Advising Chart. Also included in Part II are assessments of test-taking strategies, learning strategies, and social and motivational factors. To obtain this information a variety of tools are used including the LASSI (Learning and Study Strategies Inventory), and a clinician interview. This information is not only used for PART II of the Advising Chart but is later included in the planning of each student's Student Learning Plan which is similar to an IEP.

Each class that the students are enrolled in will require a different set of demands. Appropriate identification of these setting demands will increase the opportunity for success in the individual class. A file has been compiled containing course syllabi and a breakdown of each course's demands. Such information as type of course delivery, i.e. lecture, board notes, number of books to be read, discussion participation, project requirements are included in the course description. In addition, evaluation procedures are included. This information is than compared with the Advising Chart data to beter match learning styles and learning strengths.

It has long been proven that appropriate adivisng increases the chances of success and retention of the college student. For the LD population, course selection is critical. For the purposes of this presentation the focus has been on the advising of incoming freshman, however, these techniques and data are modified and used throughout the LD student's college career. The focus may shift to account for the selection of a major area of study but the idea is the same. The awareness of the strenghts and weakness of each student is the key to scheduling courses and will ensure an equal educational opportunity.

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INDEPENDENT - DEPENDENT/IN LOCO PARENTIS

PRESENTERS: DR. SHARON M. WOOTEN
MR. WILLIAM HUDSON

ABSTRACT

The implementation of the Americans with Disabilities Act of 1990 and other federal laws and guidelines has resulted in an increase in the number of First Time In College (FTIC) students with learning disabilities pursuing higher education. The Learning Development and Evaluation Center (LDEC) at Florida A & M University provides a mechanism (student contract) to monitor and guide FTIC students through the turbulent first year of college. The contract is an individualized program prescription which outlines the support services to be provided to the student and specifies the conditions by which student compliance will be measured for the continuation of services. The student contract is discussed, services negotiated, additions or deletions made and finally it is signed by the student and the LDEC director. The student contract outlines the type of support services to be provided such as number of hours of tutorial services and the specific expectations of the student, the number of hours of developmental learning (areas of disabilities), hours of technology, and the College Level

The LDEC participant relationship begins with a complete review of records and application. During the next phase, the applicant is invited for a personal interview. Upon success at this point, the applicant is invited to the College Study Skills Institute (CSSI), a two-week summer transition program. During CSSI, the staff/student has an opportunity for further evaluation of the program, student performance and of the university and Tallahassee. After successful completion of CSSI, the student is invited to become a participant in the LDEC. Acceptance to FAMU is contingent upon successful completion of the CSSI.

Overall, the participants in the LDEC program are closely monitored before and during their first full-year at FAMU. As the student progresses towards a degree, the monitoring decreases until the senior level, when it is expected that minimal support is needed in order for the student to be successful.

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OFFICE OF THE VICE PRESIDENT

"NOT LIKE THE OTHER KIDS":

One University's Response to the Influx of Students with Disabilities

Regina Blok

Sue S. Williams

In 1989, Georgia Southern University made a commitment to begin student support services for students having a documented disability. That fall quarter, there were 10 students registered with the Disabled Student Services office. Nine of those students had a learning disability. The population of students self-disclosing a disability has grown dramatically since that fall to a current registry of 240 for the academic year 1993-1994.

This program will outline how Georgia Southern anticipated the implementation of the Americans with Disabilities Act. Included will be recommendations for: provision of services for disabled students between various campus departments; forms and computer programs used by the DSS officer; faculty in-service; disability documentation verification; suggested adaptive equipment purchase; and national resource networking. Resource packets for audience participants will contain copies of all forms used on the GSU campus, networking information, adaptive equipment purchase list, and faculty training guides.

Hudson County Community College

J 53 Jersey City, N. J. 07306

NON-TRADITIONAL STUDENTS CAN MASTER COURSE CONTENT AND FUNCTIONAL LITERACY AT THE SAME TIME

JoAnn Sainz, Ph.D.
Hudson Count Community College
West New York, New Jersey

1. Objectives- The purpose of this presentation is to propose a current model for accelerating the process of developing a systematic word decoding skill while building an extensive vocabulary which enables students to read and write at appropriate levels to successfully complete a college program for entrance into the workforce. This two-pronged skill is essential especially for the limited English proficient student who has little time to master by sight the countless English words needed for success in college and beyond

2. CONTENT The systematic word decoding skill as it has been used to develop the English reading/writing skills of Limited English proficiency college students will be discussed. Description of how to implement this program will be given. A tool for diagnosing the level of entry skills of non-traditional students will be given..Some case studies will be discussed. Participant questions from the floor are invited..

3. RELEVANCE OF PROGRAM TO CONFERENCE THEME
Freshmen
college students functionally illiterate in the English language feel helpless in the face of their inability to learn to read/write at an appropriate level. There is little doubt that those who have suffered with reading/writing

disabilities over any substantial period of time are going to have serious questions about themselves and their abilities to succeed in a college program. The student functionally illiterate in the English language is deprived of an essential means for expressing his or her needs and interests in writing and satisfying needs for reporting new experiences in writing. Students who drop out of school because of this disability are losers who suffer tremendous disadvantages when they leave school without earning a diploma as an increasingly sophisticated world leaves them farther and farther behind. Eighty-five percent of all new jobs today require a college diploma and the ability to express oneself in English through the medium of writing.

4. DESCRIPTION OF FORMAT AND TECHNIQUES

A brief explanation of the systematic word decoding skill and its implementation will be given. Pilot studies will be discussed and questions from the floor will be answered.

5. **PROGRAM ABSTRACT**- The paper presents results of an experimental program which enabled reading/writing disabled Bilingual and ESL students, who had been frustrated in efforts to master English reading/writing, to develop study techniques, and extend vocabulary in a short period of time

Target Audience: Administrators and teachers of Bilingual and ESL students

JOHNSON & WALES
UNIVERSITY

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Providence, Rhode Island 02903
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OFFICE OF STUDENT SUCCESS

Special Services for Special Students

Presenter: Dr. Angela Renaud

The Student Success Department at Johnson & Wales offers a variety of services to special needs students to prepare them for graduation and career placement. This presentation will stress the integrated service model used to coordinated the effective delivery of the various services offered at Johnson & Wales. Special emphasis will be given to the team approach which effects a broad understanding of the characteristics of special needs students and allows the implementation of a holistic, multi-dimensional approach to meeting their affective and cognitive needs.

This session will discuss the academic supports and personal/professional development interventions, faculty inservices on teaching strategies for special learners, and tutor training.

Highlights of admissions and orientation procedures will be presented. This will include the criteria used to determine a student's academic and technical skills which define the student as "otherwise qualified" for curriculum essentials. Program elements of new student orientations will be shared.

The faculty orientations presented by our counselors, developmental educators and learning specialists help faculty develop an awareness of the characteristics of students with various handicaps and to learn effective teaching techniques and appropriate accomodations necessary for student academic success. A detailed handbook describing such methods is provided for each faculty. Also included are samples of various administrative forms used to document information to instructors regarding their students with special learning needs. Selected sections of the handbook will be presented during the session.

Supplemental Instruction and peer tutoring are also important elements of a successful special services program. Tutor training models and successful tutoring tips will be described and demonstrated.

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OFFICE OF THE DEAN

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LANDMARK COLLEGE

TITLE: An Integrated Approach to Providing Services for Students with Learning Differences

PRESENTERS NAME: Katherine Houghton
Dean of Students
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INFORMATION:

Landmark College is the only accredited college in the nation exclusively serving dyslexic/specific learning disabled students. Landmark's intensive, highly integrated academic and student development programs focus on assisting in the attainment of knowledge, attitudes, and leadership skills which allow students to be successful in college and throughout their lives.

DESCRIPTION:

This presentation will explain and discuss a team approach and an intervention model which may be utilized when working with students with dyslexia/SLD (specific learning disabilities). The approach and model is designed to challenge, support and assist students to achieve academic and personal goals.

ABSTRACT:

Promoting the development of the whole student and reversing previous learned coping strategies requires a highly integrated, organized, and consistent approach. Programmatic components affecting an individual student at a specific time need to be coordinated and complementary. Attaining this level of organization-integration-consistency requires a high level of formal and informal communication within the faculty and staff; the intent of this presentation is to detail the team relationship among and between:

a. Admissions
b. Student Development
c. Residential Staff
d. Academic Dean/Academic Director
e. Counseling and Health Services
f. Faculty
g. Activities and Athletics
h. Students/Student Leadership Representatives
i. Parents/Family Members

This presentation will also explain an intervention model that may be utilized when a student is not experiencing success. The model is designed to assist in the internalization of skills, attitudes, and values which lead to academic and personal growth.

Marygrove College

"Best Practices: Reasonable Instructional/Assessment Accommodations for college students with Learning Differences or Disabilities"

Blanche Glimps, Ph.D.
Associate Professor
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Marygrove College
8425 W. McNichols Road
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Abstract: The focus of this session will be to assist higher education faculty members in 1) understanding the academic strengths and weaknesses of college students with learning differences and disabilities; and 2) how this information can be applied when determining reasonable instructional and/or assessment accommodations.

Overview of the session:

Adults with learning differences or disabilities can be educated, trained, or retrained to become productive members of our society and desirable employees. Goal 5, "Adult Literacy and Lifelong Learning", of the National Education Goals and PL 101-336, "The Americans with Disabilities Act" (ADA) suggest that the time is now to bring all Americans into the mainstream of society.

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Goal 5 states that "By the year 2000, every adult American will be literate and possess the knowledge necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. Title II of ADA requires public accommodations to make reasonable modifications in policies, practices, and procedures for individuals with disabilities. Public accommodation is defined in a very expansive manner to include educational institutions. Learning disabilities are recognized as disabilities under ADA. College students with learning differences or disabilities must be ready for the future.

The objectives of the session are as follows:

The participants will become aware of:

1. Characteristics of adults with learning disabilities and its impact on academic and non academic aspects of life.
2. The requirements of ADA with regards to "reasonable accommodations."
3. Instructional and/or assessment modifications needed to help such college students learn more effectively.

The session will be organized as follows:

I. Introduction and Overview of the Problem.

II. Demographic Information as to numbers of Persons Involved.

III. The Legal Mandate for Change
ADA

*IV. Innovative and Proven Strategies by which "reasonable accommodations" can be made within institutes of higher education.

* This portion of the session will involve handouts, case examples, and audience participation.

MERCER UNIVERSITY
STUDENT SUPPORT SERVICES

Program for Special Needs Students Entering Mercer for the First Time

PRESENTER: Michol M. Hite, Ed.D.

A specially designed, 10-day intensive pre-school experience for special needs students took place in September, 1993. Created to provide a positive head start for those historically described as at risk students, the program's goals were to involve fifty students in academic, social and emotional learning experiences that would result in higher freshmen grade point averages than had been traditionally made by this type of student. The learning opportunities were to also increase the retention rate for these students.

To become eligible for the preorientation program, the student needed to meet one or more of the following criteria. The student had to have either a learning disability, be physically impaired, have neither parent graduate from a four-year college and/or be income eligible.

Of the one-hundred and twenty-five freshmen students who responded to the inquiry and met the criteria, fifty were selected to participate in the program. Each educational opportunity, whether it was a classroom experience, a physical endeavor or a social event revolved around the theme of empowerment for the student.

The results from the preorientation program have been outstanding. The statistical report of G.P.A.'s, retention and an overall evaluation of the program will be discussed. The schedule of activities as well as the student evaluations will be included in the presentation.

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CURRICULUM AND INSTRUCTION
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NORTHWEST
MISSOURI STATE UNIVERSITY

CHARTING NEW TERRITORY: COLLABORATION OF A STATE UNIVERSITY AND A STATE FUNDED SPECIAL EDUCATION TECHNOLOGY CENTER

Presenters:
Robbie Ludy
Merv Blunt

Since the passage of public law 94-142, students with varying disabilities have been educationally served in the public schools. Now, more than ever before, these students are graduating and looking to continue their education through an increasing array of post-secondary opportunities available to them. Institutions of higher education are now serving a new population. To meet the diverse needs of this segment of the freshman class, institutions of higher education must often look outside their own boundaries for insight and guidance. A relatively common practice in public schools across the nation is the use of state supported resources and consultants to address issues raised by students with special needs. However, it can be considered as uncharted territory in higher education. This session will focus on the successful collaborative effort made by an institution of higher learning and a state special education resource project.

The Missouri Technology Center for special education is a state funded project designed to provide information and training in such areas as software, computer accessibility including adaptive devices, and augmentative and alternative communication. Consultants serve as a resource for both the high technology and "light tech" needs of educational facilities in Missouri. Although this project is utilized primarily by public schools, it has, as a part of its mission, a directive to serve institutions of higher education.

Northwest Missouri State University serves approximately 6000 students on its Electronic Campus. This networked computer system serves as a link between the student and an enormous array of informational services. The University also supports an Access and Accommodation Committee which serves as a watchdog for campus needs and strives to guide the administration in providing for all students who are accepted to the University. Committee projects include regular assessment of campus needs, acquisition of assistive equipment, and development of informational resources to promote awareness of disabilities for the University's faculty, staff, and students. The University also supports an active special education program within its college of education.

Presenters will share the collaborative activities of their respective facilities. Highlighted in this presentation will be details of an annual technology for students with special needs conference held at the University. This conference is now in its third year and serves as a medium to increase awareness of technology's capabilities of assisting

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students throughout the life span. This joint venture is made available to area educators as a community service and enhances the quality of education delivered to students with special needs. This project has been most successful and increased registration of area participants by more than 50% at last year's presentation as well as a significant portion of University students.

Session leaders will spotlight innovative uses of state projects resources with higher education students and how they made this educational partnership a reality. The session will provide those who attend with information on how to locate and utilize similar resources within their state.

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EQUAL OPPORTUNITY EMPLOYER

ABSTRACT

A Transition Model to Empower Learning Disabled Young Adults For a Successful Exit From High School to the World of Work or a Post Secondary Educational Setting

Nancy Mari Purcell, Ed.D.

The implications for a smoother, more in depth longitudinal transitional plan are inherent in the Individuals with Disabilities Education Act (IDEA). However, a successful system of transitional programs and services depends upon the on-going coordination of services by agencies that are involved in education, community, living skills and employment programs.

The specific components of the Individual Transition Plan will be developed during this presentation. The presenter will demonstrate testing to access vocational interests and coordinate aptitude and academic levels in order to develop a longitudinal transition blueprint to enhance employment or post secondary educational possibilities upon graduation from high school.

In addition, group activities will be discussed which will focus on communication, grooming skills, social skills and work adjustment skills.

The end result will be a transition model which demonstrates how to empower learning disabled young adults to be their own advocates in real life situations. This new emphasis will hopefully curtail the fatalistic attitudes which many disabled young adults and their families currently possess concerning the transition process from high school. This model gives hope to families and the young disabled adult for future success.

THE OHIO STATE UNIVERSITY

Mansfield Campus

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Facilitating Schedule Balance for Students with Disabilities: Matching Student Needs and Course Requirements

Presenter: Tanya Kunze

The first step in the success of students with disabilities is the creation of a balanced schedule, but often students with disabilities and their advisors are not aware of potential imbalances inherent in the combination of course and disability. The ideal situation would be that students with disabilities become self advocates who, with a little information about courses, facilitate their own balanced schedules, but many beginning students with disabilities are not prepared to do this and need the help of their advisors. For the advisor to facilitate a balanced schedule, s/he must determine disability related needs, ascertain specific course requirements, evaluate potential disability/requirement conflicts, and apply appropriate scheduling strategies.

In facilitating schedule balance, the advisor needs to determine the schedule needs of the student with a disability. Some of these students may not quickly identify their disability during the first meeting with their advisor; thus, the advisor may want to have all new students fill out a check-off information sheet which queries characteristic difficulties or limitations that can affect a schedule. Examples may be:

- mobility limitations
- physical activity limitations
- reading difficulties
- math difficulties
- use of prescribed medication
- transportation limitations
- note taking difficulties
- writing difficulties
- attention difficulties

Even when a student self identifies a specific disability to the advisor, the advisor and student would benefit from using the same information sheet to gain specific information on the effects of the disability.

In addition to knowing the student's needs, the advisor also will want to have information about each course's specific requirements. This is facilitated by gaining the following information on courses: location; times; duration; physical activity requirements; out of class activity requirements, as in attending off campus performances, institutions, galleries; and modality requirements/scholastic demands, as in amount of lecturing, oral participation, reading, writing, and/or math.

Once the advisor and student have information on both the student's needs and the course requirements, they will want to attempt to identify potential disability/requirement conflicts, for example:

•A student with epilepsy may have transportation limitations and can not take certain classes because of meeting times.

•A student with Attention Deficit Hyperactivity Disorder may not be able to focus for a two hour class or may not be able to handle back to back classes.

•A student with low vision may need to take a specific section of a computer class because it is held in the room where the adaptive computer equipment is installed.

•A student who is deaf will need to coordinate his or her classes with available sign language interpreters.

•A student with a learning disability may not be able to be successful in more than one class that has extensive writing requirements.

•A student with a hearing impairment may have weak language skills and would struggle with writing requirements and extensive reading assignments.

Finally, the advisor and student will want to employ scheduling strategies to avoid disability/requirement conflicts. Some strategies are quite evident and common once the needs are known as in the transportation limitation of the student with epilepsy. In these situations, mere awareness of the needs and requirements will lead to lessening of potential conflicts. Other strategies are more specific to the needs of students with disabilities; examples include:

•Carrying fewer credit hours.

•Avoiding long classes, big classes, back-to-back classes, classes that have limited contact with the professor, accelerated classes.

•Scheduling early to obtain books on tape (at least one term early), adaptive equipment, interpreter services, mobility training.

•Avoiding overload of one modality requirement/scholastic demand (e.g., reading, writing, or math).

•My "Golden Rule of Balance": at least one course in an area of strength and no more than one in an area of disability with a limited load the first two major terms if not longer.

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PALM BEACH COMMUNITY COLLEGE
EDWARD M. EISSEY CAMPUS
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Adaptive Testing: A Collaborative Model for Assuring Academic Integrity and Attaining Academic Adjustments.

Joanna Steffes, M.Ed., Ed.S.

Because of Federal laws, increased student enrollment, and heightened awareness of special needs, postsecondary institutions face the responsibility of providing appropriate and reasonable accommodations for students with learning disabilities. In addition to accommodating students' needs in the learning environment, adaptations must be made to accommodate students' needs in the testing environment. Procedures for evaluating academic achievement must be integral to any service delivery program.

The establishment of alternative or modified methods of testing, though required by law, is often met with resistance. Faculty, staff and administration must be assured that the integrity of a course of study will be maintained with the implementation of reasonable and appropriate testing adaptations for learning disabled students.

This presentation will focus on the design, development, and implementation of an effective delivery model for the adaptive testing of learning disabled students at a community college. The discussion will center on the objectives of the program that include:

1. the design and establishment of a stress-free environment to provide testing accommodations;
2. the development and distribution of procedural guidelines for faculty, staff and students regarding responsibilities, eligibility, and notification process;
3. the implementation of a system that ensures the security of delivery and return of test materials;
4. the individualization of specific methods for modifying tests that accommodate the needs of the student and the instructor;
5. the creation of a cooperative and collaborative relationship between faculty and service providers.

Practical considerations such as scheduling, proctoring, time limits and use of auxiliary aids also will be incorporated in the presentation. Samples of materials will be available. The benefits and problems of an adaptive test program will be highlighted and participant input will be solicited.

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Susquehanna University

COUNSELING CENTER
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Facilitating Adaptation to College and the Development of Self-Advocacy in Students with Learning Disabilities

Presenters: Diane Michalik-Bonner, Psy.D.
Director of Counseling
Associate Dean for Student Personal Development

Abstract

Students with learning disabilities come to college from high school environments that, more often than not, have insured that accommodations were in place, remediation was provided, progress was monitored, and teachers were well informed. Colleges are legally bound to provide accommodations but are not bound to advocate for the student without the student also advocating for themselves. The discrepancy between the high school and college approach to accommodating students with learning disabilities establishes an additional transitional hurdle with which students with disabilities must struggle during their freshman year. Also, developing self-advocacy skills is necessary for making a successful transition to college and imperative for being successful after graduation.

This paper presents a multifaceted method by which students with disabilities at a small, private, university are aided in making the transition from high school to college and are encouraged to develop self-advocacy skills. The components of the method include: 1. Designating a central person and/or office for coordinating support services 2. Working with the Admissions Office 3. Contacting students prior to their arrival for orientation 4. Meeting individually with students 5. Conducting a support group 6. Tutorial Services 7. Training faculty 8. Coordinating faculty-support office efforts. Each component is described and the manner in which students are encouraged to become self-advocates via the various components is emphasized.

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The University of Georgia

Learning Disabilities Center

The Freshman With Learning Disabilities: Perspectives of a Student and a Professional

Rosemary F. Jackson, Ed.D.
Christopher M. Lee, A.B.

The first year in college is demanding for the majority of freshman. For the student with learning disabilities, it can be the precursor of years of struggle and frustration. The University of Georgia (UGA) has operated a successful center for students with learning disabilities for over ten years. Learning disabilities specialists at the center have learned first hand about the special needs of this population by working with and listening to individual students. The purpose of this presentation will be to present the problems typically incurred by freshmen with learning disabilities and to offer suggestions as to how to help them compensate for these problems so that they can successfully earn a college degree. The unique aspect of the presentation is that it will be presented by two people who experienced this process together: a student with learning disabilities and the professional who helped him through his freshman year and the years that followed.

Christopher Lee and Rosemary Jackson met in 1986. He was a struggling freshman at UGA and the first student assigned to her as a new graduate assistant in the Learning Disabilities Center. What she knew about learning disabilities came from books and from working with children. What he knew came from personal experience. He taught her

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about how hard it was to have to learn things differently from the way they were traditionally presented; she taught him that he had hidden strengths and talents and that he was not stupid. Together they learned from each other and wrote a book about that experience (*Faking It: A Look Into the Mind of a Creative Learner*, 1992). In this presentation Chris will discuss what college was really like for him, a student with significant processing deficits who only began to face his disability as a freshman. Rosemary will discuss ideas for success based on what she has learned from years of working with college students with learning disabilities.

The freshman year is often the most difficult year for students with learning disabilities. They often come from educational environments in which their schedules, work habits, and modifications were all taken care of by overly concerned teachers and parents. Others may have completed high school with little assistance and be overconfident about their abilities. Many have very negative feelings about being labeled "learning disabled" and are adamant about not letting anyone know that they may have special academic needs. These students can get into immediate academic difficulty.

Faculty members and advisors can be keys to success when they understand the nature of learning disabilities and make an effort to view the student's struggles from the student's perspective. For example, teachers often complain because students with learning disabilities do not inform them of special needs until after the students are in academic distress. Chris Lee will explain how hard it can be to ask for help, and Rosemary Jackson will present some ideas for making this process easier for both students and teachers. By exploring these issues from the perspectives of both student and professional, this presentation will present a better understanding of the freshman year experience for students with learning disabilities.

UNIVERSITY OF HARTFORD

Learning Plus
West Hartford, CT 06117

STUDENTS WITH HIDDEN HANDICAPS: CHALLENGES & SOLUTIONS

Presenter: Dorothy D. Miles, Ph.D.

This proposal focuses on students with hidden handicaps such as learning disabilities and attention deficit disorders. These students are coming to our campuses in increasing numbers, putting the impetus on colleges to furnish the accommodations necessary to ensure equal access to education for these students

Colleges are not required to evaluate students for special accommodations. However, colleges may require students to furnish documentation regarding their disability. The student with a learning disability should be expected to furnish a recent (within the past two or three years) psychological evaluation which would include an individual intelligence test, educational achievement tests in reading, mathematics, spelling, and writing.

Specific learning disabilities call for specific accommodations. Some useful accommodations will be provided. Additionally, the spirit and letter of the law regarding handicaps and accommodations will be discussed. Even with a system in place, faculty cooperation and support is essential. Some anecdotes will be used to illustrate some successful (and unsuccessful) strategies.

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UNIVERSITY OF MINNESOTA

Twin Cities Campus

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PLANNING FOR SUCCESS... OPENING THE DOORS FOR STUDENTS WITH HIDDEN DISABILITIES

Barbara Blacklock, LISW, CRC,

In a typical freshman class, the largest and fastest growing group of students with disabilities are those with hidden disabilities. Hidden disabilities are physical and mental impairments that are not readily apparent to others. They include, learning disabilities, psychiatric disabilities, brain injuries, diabetes, epilepsy, and other chronic health conditions. Students with hidden disabilities face unique barriers in their transition to post-secondary training. They have often not received special education services in their secondary settings, and as a result, have not received assistance with transition planning. Most have chosen not to disclose their disabilities, and have not sought or obtained reasonable accommodations until they are struggling, academically or financially in a post-secondary setting. Students with hidden disabilities often view Disability Services programs as a resource for students with physical or sensory disabilities and are unaware of their rights or the resources available on their college campus.

The University of Minnesota has been providing services to students with disabilities since 1930. During the 1992/1993 academic year staff at Disability Services worked with over eight hundred students with hidden disabilities, assisting them with obtaining reasonable accommodations and resources. Reflecting on this experience, the presenter will share information on the services available at the University of Minnesota and describe their decentralized model. The decentralized model for delivery of services is dependent on developing liaison relationships with other student service offices and requires that student service and academic offices receive support and training to make their services accessible to all students. Training provided focuses on assisting staff with feeling comfortable and confident in working with students with hidden disabilities.

Providing training and creating liaison relationships with other student service offices has resulted in good referrals being made to Disability Services and has prevented many students from getting into a crisis situation before seeking assistance with disability issues. Another unexpected outcome of training efforts has resulted in Disability Services staff maintaining regular office hours in some academic units and functioning as consultants for those

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units, when problem solving disability issues. Disability Services staff also work closely with Admissions, New Student Programs, and Financial Aid staff, to ensure that their services are accessible to students with all types of disabilities.

Students with hidden disabilities often do not know how to disclose their disability conditions. They are uncertain of the terms to use and who they should disclose disability information to. As a result, they often do not seek academic accommodations until they begin to fail academically or financially. The presenter will review the laws that guide students with disclosure , provide examples which encourage disclosure, and share a disclosure model used by students with hidden disabilities at the University of Minnesota.

Disability Services has also maintained a grant with the state Division of Rehabilitation Services(DRS) for the past twelve years, to assist with coordinating services and assisting DRS clients with their transition to higher education. This has been very helpful for students with hidden disabilities, since they are directly referred to the Disability Services Office by their State DRS Counselor. Students with hidden disabilities are also encouraged to participate in the University of Minnesota's Disabled Student Cultural Center(DSCC). The mission of this student run cultural center, is to foster and develop community and pride among students with disabilities and the University community. The DSCC provides support, advocacy, and empowerment to students with disabilities.

This presentation will assist participants with increasing their awareness of hidden disabilities and identify ways to encourage students to disclose their functional limitations, which will enable them to obtain the reasonable accommodations they are entitled to and enhance their success at a post-secondary school. Participants will also be provided with training materials to use on their campuses.

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THE UNIVERSITY OF SOUTH CAROLINA

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COMPLIANCE AND THE LAW

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INTRODUCTION

When the Americans with Disabilities Act of 1990 became the law of the land, the Federal government changed the rules in how colleges and universities provide programs, services, and activities for students with documented disabilities. The Americans with Disabilities Act (ADA) radically redefines and expands the definition of a "qualified student with a disability". The ADA also extends Civil Rights protection to these students. In many ways, the ADA is much more intrusive than Section 504 of the Rehabilitation Act of 1973 (Section 504). Under provisions of the ADA, colleges and universities are confronted with possible legal action, financial liability, or Civil Rights violations against the institution, faculty, administrative staff, and employees for denying equal access to services for disabled students.

Not since the Civil Rights Act of 1964 has Federal legislation been intrusive to "rock the boat" and to change the rules of academic freedom. From admissions to classroom instruction and examination, the ADA's impact affects each aspect of postsecondary education. To avoid possible discrimination against disabled students, service providers should familiarize themselves with provisions of Section 504 and the ADA. The intent of Section 504 and the ADA is to ensure that students with documented disabilities participate in and benefit from the very same programs and services available to all students. Failure to comply could result in Federal funds being terminated or personal lawsuits against faculty, administrative staff, and employees.

This program proposal will provide service providers with specific information about the ADA and with special provisions of Section 504. An outline of relevant provisions will be examined and clarified. In today's national economic climate, service

providers will have a greater understanding of how to implement mandated programs, services, and delivery systems with limited funding and maintain minimum compliance. This program will enable service providers the opportunity to share specific examples about their concerns and to ask specific questions on Section 504 and the ADA.

PRESENTATION

Section 504 of the Rehabilitation Act of 1973 is the first major attempt by the Federal government to protect individuals with disabilities. Because the scope of Section 504 is limited to just public college and universities and private institutions receiving Federal funds, the ADA was passed to supplement Section 504's weaker provisions and to extend Civil Rights protection. Unlike Section 504, the ADA applies to both public and private colleges and universities regardless if they receive Federal funds. Combined, these two Acts provide access and a "safety net" for approximately 65 million Americans with either a mental or physical disability.

The ADA does provide three provisions when colleges and universities can deny access of services: (A) if the delivery of services will radically alter the primary function of the institution; (B) if the delivery of services will result in an undo financial hardship on the institution; or (C) if the delivery of services will result in a direct threat to the health and safety of others.

Many service providers are reviewing their policies, procedures, and delivery systems to determine what is best for their colleges and universities. For minimum compliance service providers should be familiar with specific provisions of Section 504 and the ADA. Provisions and topics examined and clarified are:

* Admissions/Entrance Requirements
    - Professional/Technical Standards
* Verification of Disabilities
* Confidentiality
* Mental Health Issues
* Student Exchange Programs
* Grievance Policy/Procedures
* Accessible Buildings/Housing
* TTD v. Relay Services
* Non-academic Programs
* Academic Accommodations/Modifications
    - Clinical Training/Field Placements
    - Change of Academic Grades
    - Extending Academic Degree Programs
    - Auxiliary Aids and Services
    - Qualified Sign Language Interpreters
    - Note-takers/Readers v. Tutors
* Academic Freedom

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BUILDING SELF-ADVOCACY AND MENTOR RELATIONSHIPS AMONG STUDENTS WITH LEARNING DISABILITIES: A LEARNING STRATEGIES COURSE

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Most new college students with learning disabilities enter underprepared to act as self-advocates. A large number lack a good understanding of their disability and the types of accommodations and learning strategies they should utilize. Many have never interacted with others who also have learning disabilities.

In response to the demands and problems that this population of students brings to the freshman year experience, a non-credit course was designed to facilitate self-understanding and collaborative learning among disabled students at the college level. This presentation describes the five-week learning strategies course that was offered to all freshman students with learning disabilities. Although freshmen students receive a number of opportunities (e.g., orientation programs, advisor relationships, learning center contacts) to gain information about learning strategies, this particular course was directed at students with learning disabilities to help them better understand the impact of their disability on the academic experience.

The topics addressed in the course and the activities students are asked to perform are described as follows. The first session discusses *setting goals*, and students are asked to contrast high school and college expectations. Students complete a learning strategies inventory to assess their individual strengths and weaknesses and process this information by setting individual goals. In the second session on *understanding learning disabilities*, each student reviews his or her own formal evaluation of learning disability and the recommendations cited therein. Session number three discusses *legal issues*, particularly the impact of disability legislation on higher education and the student's rights and responsibilities. Students hear from upperclassmen with learning disabilities regarding their experiences of arranging accommodations. In the fourth session on *interacting with others*, discussion is designed to address issues of approaching faculty, explaining one's disability to others, and handling workplace accommodations. To build self-advocacy skills, students review case studies and role-play with each other possible or actual interactions with professors. The final session covers *academic skills*, such as time management strategies, effective study techniques, and the use of campus resources. Students are encouraged to determine which strategies work best given their unique learning profiles.

Pre- and post-test results of participating students indicate positive transformations in the way students with learning disabilities see themselves and the college environment, and these changes are outlined. First, participants are better able to identify compensatory strategies and accommodations appropriate to their learning needs. Second, they see themselves as primarily responsible for determining and receiving the support they need. A third transformation concerns the way participants view the label of learning disability and their disabled peers. Students in the course come to rely on one another as members of a community: They support and mentor each other to deal with the struggles, stigma, and successes associated with being disabled in a college environment.

The presentation also describes an associated benefit of the learning strategies course, that participants can become upperclassmen mentors to other students with learning disabilities. Since students who complete the course express the desire to share their "expertise," college educators can draw upon these students as a peer resource for working with disabled new students.

These findings suggest that non-credit learning strategies courses for students with learning disabilities provide cognitive, practical, and social benefits to participants, as well as to those who work with them. Based on these results, the presenter recommends learning strategies courses as a means for facilitating the development of self-advocacy and mentor relationships among new students with learning disabilities.

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THE HANDICAPPER IN HIGHER EDUCATION: ACCESSING THE CAMPUS COMMUNITY

Presenter: Margaret Chmielewski, MA, LPC

Abstract:

The Freshman experience for a student with a disability is unique. The accessible post secondary system that allows for diversity is made up of several components. The *student* needs to access the university system to insure that reasonable accommodations are provided. The *university* needs to make those accommodations available. The university *faculty and staff as well as the non disabled student population* needs to be sensitized. The entire system of university life is enhanced through the inclusion of those with disabilities.

This presentation will be an open discussion of how the system can provide an atmosphere allowing *all* students to experience the total university experience. Terms like "special," "courageous", and "inspirational" are expressly forbidden during the discussion. Rather, there will be a focus on humor and an honest dialogue by participants on techniques the university can employ to guarantee a level playing field to handicappers. A sharing of how to initiate, promote, and maintain a program for inclusion and awareness for the first year student will be introduced.

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